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ABSTRACT

The purpose of a project was to work toward the reduction of sex bias and sex-role stereotyping in vocational education programs in the technical and skill centers in Dade County, Florida. To accomplish this goal, vocational teachers, counselors, and students attended inservice workshops focusing on equity issues. The project provided resources and newsletters that vocational staff might use to encourage students to pursue courses and careers in nontraditional occupations. Further, assessment instruments were developed and used to assess the technical and skill centers' activities for promoting equity. As a result, vocational students expressed a high degree of receptivity to pursuing nontraditional programs and careers. It was also found that although the targeted populations (vocational centers) had not made a concerted effort to focus on equity, attention had been given to reducing sex bias and sex stereotyping in their schools. After receiving technical assistance from the Dade County Office of Vocational, Adult, and Community Education, each center developed an action plan to recruit and retain students into nontraditional programs. (The brief project report is followed by appendices, including sex equity workshop materials, a newsletter update, forms for developing a sex equity improvement plan, two brochures on nontraditional careers, a teacher inservice education component, and a project status report and management plan.) (KC)

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ED285992

FINAL REPORT

Project No. DVE 130-15170-7-1E02

From 7/1/86 to 6/30/87

# SEX EQUITY LINKAGE AND COORDINATION

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Dade County Public Schools
Office of Vocational, Adult, and Community Education
1450 Northeast Second Avenue
Miami, Florida 33132

Project Director: Mrs. Carrie B. Mickey
Report Prepared By: Dr. Thrisha G. Shiver

CE048234

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## ACKNOWLEDGEMENTS

The cooperation of many individuals has been a necessary requirement to the implementation and success of this project. The project staff appreciates the combined efforts of the Office of Vocational, Adult, and Community Education, administrators, counselors, teachers and students at the technical and skill centers.

Recognition and appreciation is also extended to the members of the project advisory committee for their creative suggestions and guidance. Through their dedication of time and concern, much has been accomplished.

A special word of thanks is due to the Teacher Education Center of Dade County for providing consultants to conduct equity inservice workshops for vocational teachers.

Finally, the financial, as well as constant moral support provided by the state of Florida Department of Education, is greatly appreciated.

## ABSTRACT

7-1E02: Sex Equity Linkage and Coordination

Carrie B. Mickey, Project Director
Thrisha G. Shiver, Project Facilitator
Dade County Public Schools
Office of Vocational, Adult, and Community Education
1450 Northeast Second Avenue
Miami, Florida 33132

$55,036.00
7/1/86 to 6/30/87

Traditionally females have had limited encouragement and direction via appropriate role models and information to pursue nontraditional careers. Since nontraditional careers generally offer better salaries and more challenging opportunities for advancement, it is crucial for women to enter these fields if their economic situation is to improve.

The purpose of this project was to work toward the reduction of sex bias and sex role stereotyping in vocational education programs in the technical and skill centers in Dade County. To accomplish this goal, vocational teachers, counselors, and students attended inservice workshops focusing on equity issues.

The project provided resources and newsletters vocational staff might use to encourage students to pursue courses and careers in nontraditional occupations. Further, assessment instruments were developed and utilized to assess the technical and skill center's activities for promoting equity.

As a result, vocational students expressed a high degree of receptivity in pursuing nontraditional programs and careers. It was also found that although the targeted populations (vocational centers) had not made a concerted effort to focus on equity, attention had been given to reduce sex bias and sex stereotyping in their schools. After receiving technical assistance from the Office of Vocational, Adult, and Community, each center developed an action plan to actively recruit and retain students into nontraditional programs.

## INTRODUCTION

The federal legislation (Carl D. Perkins Vocational and Technical Education Act of 1984 ) has placed great emphasis on helping women enter the labor force than did previous legislation. It has charged that all vocational educators make special efforts to eliminate sex bias and sex stereotyping in vocational education.

Hence, there is a need to direct women as well as men toward careers that provide lucrative employment and equal opportunity to earn a living. To accomplish this goal, males and females must recognize the importance of work in their lives, overcome the effects of sex role stereotyping on attitudes about careers, and become aware of the necessary preparation for the work opportunities available to them. Further, there is a need to assist vocational teachers with strategies to recruit and retain students into nontraditional programs.

It should be noted that eventhough legislation has outlawed overt discrimination in vocational education, nontraditional enrollments remain slow to grow in numbers. Sex equity activities - whether lengthy and structured or occasional and informal - can help to encourage students who are interested in training and work in fields not usually chosen by their sex.

Thus, the overall purpose of this project was to employ personnel to monitor and assist vocational counselors and teachers with strategies to promote and encourage students to enroll in nontraditional programs. The technical assistance provided by the Dade County Office of Vocational, Adult, and Community Education included conducting inservice workshops for teachers and students; establishing a resource lending library; production and dissemination of newsletters and coordinating linkage with local agencies for employment purposes for students in nontraditional occupations.

## METHODS

The overall goal of this project was to provide vocational administrators, counselors and teachers with technical assistance in developing, implementing, or expanding their efforts to achieve sex equity in their own educational setting. Five (5) objectives were developed to achieve this goal.

### Objectives

1. To conduct inservice training programs on sex equity issues to vocational administrators, counselors and teachers from six (6) vocational and skill centers.

2. To produce and disseminate newsletters, designed to keep the vocational education community aware of current equity issues.

3. To develop assessment instruments to evaluate each school's equity activities.

4. To provide workshops for students on nontraditional career choices.

5. To conduct visitations to each of the six (6) centers (Lindsey Hopkins Technical Education Center, Miami Lakes Technical Education Center, Miami Skill Center, Robert Morgan Vocational Technical Center, South Dade Skill Center) to interview students and teachers on site to evaluate the effectiveness of the program services and activities furnished by the project.

The procedures used to implement the above objectives will be described in the following section.

### Inservice Training

The vocational specialist for sex equity planned three (3) inservice sex equity workshops. The specialist conducted one of the workshops (Appendix A), and the Teacher Education Center (TEC) sponsored two (2) of the workshops (Appendix B).

### Newsletter

Three (3) editions of a newsletter were produce by the vocational specialist. The newsletter was designed to provide the vocational community with events, issues and curriculum tips related to sex equity.

### Assessment Instruments

One (1) assessment instrument and one (1) improvement plan form (Appendix E) was developed and utilized to determine whether each center was in compliance with the sex equity mandates.

Student Workshops

One (1) formal student workshops and several individual comferences were conducted by the vocational specialist. The purpose of these activities was to provide students with nontraditional career choice information.

School Visitations

Each of the six (6) centers was visited at regular intervals to monitor the implementation of sex equity activities.

## ANALYSIS AND FINDINGS

An analysis of the project activities is provided in this section.

### Inservice Training

As a means of providing vocational teachers and counselors with strategies to recruit and retain students into nontraditional programs, a workshop was held at one of the centers. approximately fifty (50) educators attended the workshop.

As a result fo the workshop activities participants generated a list of strategies to recruit students into nontraditional programs in their schools. There was also a discussion on identifying some of the barriers faced by those entering nontraditional occupations. The interest level among the participants was very high and most of them agreed to actively promote the concept of sex equity in their school an evaluation was completed by each participant and the results indicated a need to continue with additional workshops of this nature.

As a means of sensitizing vocational teachers toward the concept of sex equity, a two (2) day workshop was held in cooperation with the Teacher Education Center (TEC). TEC identified and sponsored a consultant to facilitate the workshops. Approximately thirty (30) vocational teachers attended both workshops and earned ten (10) master plan points.

The first day of the workshop was spent primarily on sensitivity training activities. The second workshop (twenty 20 days later) focused on specific problems and solutions for promsting and/or practicing equity in the classroom. A list a strategies for promoting was generated (Appendix C). The evaluation results showed that this type of activity was very informative and the teachers requested that this type of activity be offered on a regular bases (Appendix C). consequently, a Teacher Education Center component was developed (Appendix H) to be included in 1987-88 course offerings.

### Newsletter

The newsletter, Vocational Equity Project (VEP) Update, was written and used as a vehicle for communicating with vocational educators (Appendix D).

As a means of recognizing those students who were currently enrolled in nontraditional vocational programs, one (1) issue of the newsletter focused on the each student's profile (Appendix D).

Three (3) editions of the newsletter were disseminated to administrators, counselors, teachers and students.

### Assessment Instruments

For the purpose of evaluating each vocational center's equity activities,

an assessment instrument was developed (Appendix E). The vocational specialist completed a form for each vocational center. If it was found that the school was not in compliance with the equity standards, the specialist made recommendations for correcting or improving the school's plan for promoting equity (Appendix E).

It was found that in most cases the schools rated high in the areas of admissions policies; but average in the areas of recruitment of students, and adequate curriculum materials to promote sex equity.

Working in conjunction with the Community Relations Campaign to Promote Sex Equity project (another local project [Dr. M. Wilson]), the specialist revised two (2) health occupations brochures (Appendix F) for the purpose of including a sex equity clause. Plans include revising all programs area brochures.

Student Workshops

One (1) workshop was designed and delivered at COPE Center South, and alternative school for pregnant teenagers.

The specialist stressed the need to enter high wage/high placement occupations; and informed the girls of the sites and types of training available.

School Visitations

The specialist visited each center on an occasional bases for the purpose of monitoring the school's activities, issues and/or concern (Appendix G).

It was found that the school personnel welcomed the assistance and expressed that the specialist provide more workshops or presentations to the entire staff at the school site.

## CONCLUSION AND RECOMMENDATIONS

### Conclusion

Based on the goal and objectives of the project, and attendee's participation and feedback, it appeared that there is a strong need. For continued sex equity activities. It was evident that vocational educators and students are seeking assistance. They seemed to welcome any inservice activity that seems likely to help them in their struggle to cope with the problem of eliminating sex bias and sex stereotyping in Vocational Education. While there may be many barriers to overcome the efforts exhibited will yield worthwhile rewards for both males and females in striving for equity in Vocational Education.

As a means of presenting a synopsis of the project activities for 1986 -87 a status report was developed (Appendex I).

### Recommendations

A management plan (Appendix J), was developed for the purpose of indicating those activities recommended for implementation during the 1987-88 project year.

Further it is recommended that additional inservice training be continued over an extended period of time (minimum two [2] years). Upon completion of the training, it is further recommended that a time delayed follow-up interview with participants in the inservice training be conducted to assess whether there has been an increased enrollment of students in nontraditional courses.

Appendix A

Sex Equity Workshop Agenda

DADE COUNTY PUBLIC SCHOOLS
Office of Vocational, Adult, and Community Education
1450 Northeast Second Avenue
Miami, Florida 33132

Sex Equity Workshop: STRATEGIES FOR RETENTION OF NONTRADITIONAL STUDENTS IN VOCATIONAL EDUCATION

DATE: Friday, January 30, 1987

TIME: 8:30 a.m. - 9:30 a.m.

PLACE: Robert Morgan Vocational Technical Institute
Teacher's Workroom

FACILITATOR: Dr. Thrisha Shiver
Vocational Specialist for Sex Equity

## A G E N D A

1. Welcome . . . . . Mr. John Leyva, Principal
Robert Morgan Vocational
Technical Institute
2. Objective of Workshop
3. Self - Assessment Inventory
4. A Look At Barriers Faced By Nontraditional Students
5. Strategies For Working With Nontraditional Students
6. Workshop Evaluation

## Appendix B

Sex Equity Memorandum to Vocational and Skill Center Principals

March 5, 1987

MEMORANDUM

TO: Vocational Technical Center Principals
Skill Center Principals

FROM: Fred C. Schollmeyer, Executive Director
Division of Vocational Education

SUBJECT: **SEX EQUITY INSERVICE WORKSHOP**

The Office of Vocational, Adult and Community Education will be conducting a two-day Sex Equity Workshop in cooperation with the Teacher Education Center (TEC). Ten (10) Master Plan Points will be earned upon completion of both segments of the workshop.

Dr. Joe Wittmer from the University of Florida will be the presenter for each session. He will address, "Equity Issues in Vocational Education."

The number of participants is limited, therefore, you are being asked to identify four (4) vocational teachers (males and females) from your center to attend this workshop. Please indicate the teachers who will be attending the workshops by completing the enclosed form and return to this office no later than Monday, April 3, 1987.

Funds for substitutes are available through the Division of Equal Educational Opportunity. If substitutes are needed, please charge to work location 9018 and program number 9505 (see attachment). Forward a copy of the Substitute Time Report to 9999 - Room 565.

Meeting information is as follows:

**DATE:** **May 1 and 21, 1987**
**TIME:** **9:00 A.M. - 3:00 P.M.**
**PLACE:** **Teacher Education Center (North Central Area Office)**
**1080 La Baron Drive**
**Room - Library**

If you have any questions, you may call Dr. Thrisha Shiver at 376-1836.

Thank you for your cooperation.

FCS:TGS:sdf

Attachments

cc: Mr. Eddie T. Pearson
Mrs. Carrie B. Mickey
Dr. Thrisha G. Shiver
Ms. Lucille V. Montequin
Mrs. Joanne Kaspert

Appendix C

Strategies to Promote Sex Equity in Vocational Education

Equity Workshop Evaluations

## STRATEGIES TO PROMOTE SEX EQUITY IN VOCATIONAL EDUCATION

The strategies below were generated by vocational teachers at a TEC (Teacher Education Center) Equity Workshop held May 21, 1987.

STRATEGY #1 - Hold TEC Sex Equity Workshops at school site. Request that all school personnel attend (administrators, counselors, teachers, support staff, custodians and students)

PURPOSE - To increase sex equity awareness among vocational personnel

STRATEGY #2 - Eliminate use of stereotype instructional software and monitor use of sex bias language in the classroom. Encourage teachers to refrain from using sex bias software and contact publishers of instructional materials to inform them of stereotyped materials

PURPOSE - The removal of stereotypes stimulates human potential as well as improve communication

STRATEGY #3 - Practice Equal Opportunity for qualified personnel. Focus on applicants' qualifications rather than race, gender, etc. when considering hiring personnel

PURPOSE - To appoint or advance <u>qualified</u> candidate rather that promotion based on race or gender

STRATEGY #4 - Improve or infuse sex equity concepts into curriculum materials

PURPOSE - To introduce or promote equity concept to vocational students

STRATEGY #5 - Personnel (administrators, counselors and teachers) should serve as good role models for promoting equity among students

PURPOSE - To provide students with an incentive to recognize the importance of sex equity

STRATEGY #6 - Expose all students to all nontraditional vocational programs for one day

PURPOSE - To provide students with the opportunity to experience first hand, what it may be like to be in a nontraditional program or occupation

STRATERY #7 - Declare a Sex Equity Day in each vocational center

PURPOSE - To exhibit a concerted effort among personnel and students to promote sex equity

TEC WORKSHOP

EVALUATION COMMENTS

EQUITY ISSUES IN VOCATIONAL EDUCATION

May 1 and 21, 1987

This has been a very enlightening workshop. I hope to inculcate many of the findings into my professional setting. However, I'm sure more facilitating will be necessary to make the difference and thereafter maintain it.

This workshop has been the best I have ever participated in. I think TEC should have a sequence of sex equality workshops. Instructors are excellent and we would like to have them back.

I feel that this particular workshop was very helpful to me both personally and professionally. It is something that would help schools work better together once the workshop is placed in the various school sites. The facilitator was excellent and helped the group come together and solve and recognize the problems the system is facing as a total organization.

I felt the program was interesting and informative. The instructor presented everything clearly. He had very good control of the group and was well organized.

I have been in the Dade County School System for 10 years and have attended many seminars in that period of time. This was the best seminar I have ever attended and I am delighted to have had the opportunity to participate in it. Joe Wittmer was excellent. He was informative, non judgemental and a great facilitator. Wonderful!!!

This workshop was very good and it is going to be very useful in the future.

This workshop was very valuable to me because the ideas can be applied in all facets concerning dealing with each other. If the presentations could be given to schools as individual groups, it would be beneficial to create a positive professional atmosphere. Thank you so much for making me a better professional.

As a result of my professional growth I have increased my personal growth. Thanks for a wonderful workshop and I would be interested in more.

It was refreshing to meet with other professionals and exchange ideas. I believe this is an important component in trying to overcome the "sexual equity" gap.

I think workshops relating to sexism, sex equity, racial awareness should be mandatory on an annual basis. Regular inservice is important.

Sex Equity needs to be discussed and implemented to a much broader degree in the system. This is a good start.

An excellent workshop - Dr. Wittmer facilitates in an unusual but very effective manner.

The tone set in this workshop enabled me to feel comfortable as a participant. Dr. Wittmer allowed the participants to open up without the feeling of possibly saying the wrong thing.

Innovative ideas/activities presented by facilitator, Joe Wittmer, to get a difficult delicate topic like Equity over to a group of individuals. Excellent workshop!

This was a very interesting workshop; more sex equity workshops should be offered to vocational teachers.

Excellent first step as to equity awareness. Recommended solutions to problems were excellent. Please follow-up this workshop to involve all members of our school system.

## Appendix D

## Vocational Equity Project Newsletter (VEP) Update

# VEP UPDATE

Vocational Equity Project *Volume 1, Number 1*

Office of Vocational, Adult, and Community Education

## VEP UPDATE

The Vocational Equity Project (VEP) Update is a network newsletter for you, the vocational educator.

The Quarterly publication will consist of regular features. These includes: "Curriculum Tips", where you may find something suitable for your individual needs; "Success Story!", which proudly displays victories of persons in non-traditional occupations; "Statistics", which reveal relevant data of males and females in or needed in non-traditional occupations; and "Resource Corner", which provides an annotated bibliography of resource available for loan.

We would like to begin printing articles by members of our readership; since the newsletter is meant to reflect your concerns and address the issues which affect you and your students. YOU are the focal point and we value your comments, ideas and input. Make this your newsletter. Please do not hesitate to call or stop by.

## EQUITY TRIVIA

Q #1: Women make up what percentage of the work force?

## A VOCATIONAL EDUCATOR'S PERSPECTIVE ON SEX EQUITY

How much do we know, really know about sex role stereotyping? For example, females-male enrollment trends in education are used to support the argument that there is a serious sex role stereotyping problem. Yet, one could ask, is it reasonable to assume or to expect that the career goals of females and males should be equals distributed among various educational programs? It appears to me that until we have a valid answer to this question, we cannot use male-female enrollment statistics or trends to identify the problem. It would appear that all of us in public education should concentrate our efforts on:

1) establishing and preserving the freedom of each individual's choice among public education programs, and 2) insuring the freedom of each individual to develop his or her own concept of role stereotypes as they relate to occupational choice.

You are invited to submit your views on sex equity. The editor of the newsletter will select those articles for publication.

## CURRICULUM TIPS

Listed below are five strategies guidance conuselors may use to enhance the promotion of sex equity in their school:

1) Survey student's attitudes about peer pressure toward signing up for non-traditional vocational education classes.

2) Give students fact sheet about employment and salary trends.

3) Before registration for classes take students through all vocational education facilities explaining the different kinds of equipment.

4) Have students analyze the median income and pay range of various occupations, paying special attention to those that have concentration of mostly men and mostly women.

5) Keep a special bulletin board showing individuals in non- traditional jobs.

# OCCUPATIONS

If one of your students would like a career as an engineer, here's some NEWS YOU CAN USE.

EDUCATION: Bachelor's degree in an engineering specialty is sufficient. Advanced degree desirable for promotion.

JOB MARKET OUTLOOK: Excellent. Faster than average occupational growth projection for most specialities, particular electrical engineering.

WORK STYLE: Desk jobs, lab jobs, industrial plant jobs, some outdoor assignment. Varies by specialty.

EARNINGS: Average starting salary from $22,900.00 to $32,800.00. Average entry level salary for electrical engineers is $25,000.00.

SOURCE: 90 Highest-Paying Careers for the 80's by Anita Gates; New York: Monarch Press, 1984. Occupational Outlook Handbook, 1984-85 Edition, U.S. Dept. of Labor and Bureau of Labor Statistics.

# ANSWER TO TRIVIA:

A #1. 44% of the total work force.

# SUCCESS STORY

John Disher of J & J Auto Body, Summerville, SC, sends and interesting profile of an eager young "bodyman". The employee "can repair most anything that can be straightened and is a perfectionist at paint preparation and detail work". Mr. Disher especially "enjoys the look on my customers' faces when they ask who did the beautiful pieces of needlework that are framed on the office wall. I reply, "The same young lady who fixed your car!" The bodyman is non other that twenty-two-year-old MYRA SAINT- MYER, a wife, mother, talented needleworker and an ASE certified Painting/Refinishing Technician. (The BLUE SEAL, published by the National Institute for Automotive Service Excellence, Vol. 3, No. 2, Summer/Fall 1986.)

# RESOURCE CORNER

Expanding Options: A model to Attract Secondary Students into Non-Traditional Vocational Programs by James D. Good was published in 1981; produced by the Instructional Material Laboratory, University of Missouri-Columbia.

This model is intended for implementation in the following areas: attracting females into building trades, electronics machine shop and welding, and males into secondary health services. The strategies however, are not limited to the occupational programs listed and have applicability to any situation in which students are considering programs non-traditional to their sex.

This resource is available for loan.

# VEP UPDATE

**Vocational Equity Project**
**Office of Vocational, Adult, and Community Education**

Volume 2, No. 2 Winter 1987

## ENCOURAGING NONTRADITIONAL ENROLLMENT IN VOCATIONAL EDUCATION

The sex equity provisions of the Vocational Education Act of 1984 emphasizes the importance of expanding career choices and training opportunities for females, single parents, and homemakers in order that they are prepared to support themselves and their families. Efforts to overcome sex bias and sex role stereotyping vocational education are fundamental to expanding training and employment options for men and women in nontraditional areas.

### NONTRADITIONAL JOBS FOR FEMALES

Agricultural Production
Agricultural Mechanics
Forestry
Hotel and Lodging
Emergency Medical Technician
Accounting/Computer Occupations
Architectural Technology
Civil Technology
Electrical Technology
Environmental Control Technology
Industrial Technology
Mechanical Technology
Commercial Pilot Training
Body and Fender Repair
Aviation Occupations
Carpentry
Custodial Services
Diesel Mechanics
Drafting Occupations
Electrical Occupations
Electronics Occupations
Machine Shop
Sheet Metal
Welding and Cutting
Firefighter Training
Law Enforcement Training
Small Engine Repair
Woodworking Occupations

### NONTRADITIONAL JOBS FOR MALES

Apparel and Accessories
Food Distribution
Home Furnishings
Dental Assisting
Dental Hygiene
Medical Laboratory Technician
Nursing
Practical Nursing
Nursing Assistant
Rehabilitation
Medical Assistant
Care and Guidance of Children
Institutional/Home Management/Support
Stenographer/Secretarial and Related
Typing and Related Occupations
Cosmetology

## NONTRADITIONAL JOBS FOR WOMEN REQUIRE TRAINING IN MATHEMATICS AND SCIENCE

A characteristic of occupations that are nontraditional for women is that most require the use of some aspect of mathematics as part of the daily work routine. These occupations also require the use of tools, instruments, or machinery involving principles with a basis in science, especially physical science. Except for occupations in law enforcement where an employee's physical size and strength are factors in some of the work, most occupations that are nontraditional for women involved the use of numbers, precise measurements, tools, mechanical apparatus. To become "men's jobs," the skills needed to do the work have become part of the "male domain" and are stereotyped as proper endeavors for men and boys, but not for women and girls. As a result, parents, teachers, and students expect and encourage boys to do well in mathematics and science and to know how to work with tools and operate machines.

**HANDS-ON SCIENCE, AS WELL AS MATH, IS A CRITICAL FILTER.** During the 1970's, mathematics was widely acclaimed as a "critical filter," a subject which must be mastered to ensure young people a variety of career choices that included science and engineering professions. Women's low participation in science and technical education employment were attributed to the fact that females students avoid the more challenging mathematics courses beginning as early as Grade 7, and then are never able to acquire all the mathematics and science prerequisites needed to enter college as science and engineering majors. The research efforts devoted to "overcoming math anxiety" and mathematics avoidance resulted in the development of intervention programs for encouraging females in mathematics.

A recent critical review by Jane B. Kahle of research on gender-related differences in science interests, attitudes, aptitudes and achievements show that girls in the U.S. receive different and inferior education in science compared to boys. Kahle emphasized the relationship that exists between the development of problem-solving skills and first-hand experiences gained form working with movable objects and apparatus in the science classroom. This new research indicated that science-related training which includes opportunities to learn special and manipulative skills is also a "critical filter" that serves as a barrier to girls' entrance into careers that are nontraditional for women. In the same way that lack of training in mathematics leads to "math anxiety", lack of hands-on science leads to anxiety in science. (VOC-TECH EQUITY NEW & NOTES, April/May 1986)

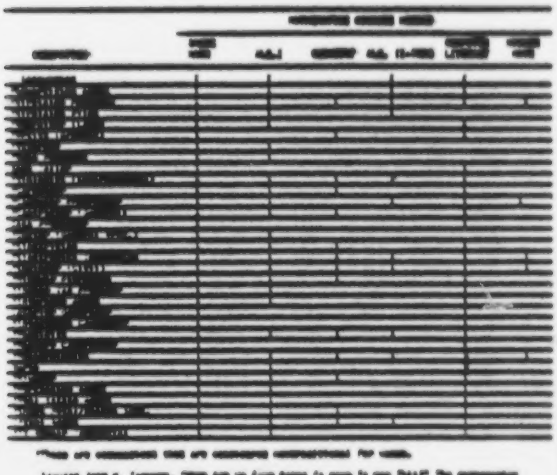
## CURRICULUM TIPS

In a recent issue of VOCATIONAL EDUCATIONAL JOURNAL, Richard L. Sullivan, Central State University, Edmond, Oklahoma and Jerry L. Wyrosdick, North Texas State University, Denton, gave suggestions for creating a "Positive Learning Climate." Among the suggestions applicable to sex equity programs leadership are the following:

- Know your students by name, their career goals, aspirations.
- Prepare and information board with current, interesting data.
- Plan for the social environment that projects a professional yet warm atmosphere.
- Maintain eye contact and project enthusiasm in conversations.
- Provide praise and reinforcement when appropriate.
- Be available when students need you.

## OCCUPATIONS

The table below shows the basic mathematics courses needed to prepare for a number of occupations that offer good career opportunities. Three-quarters of the jobs listed are nontraditional jobs for women.



"These are occupations that are considered nontraditional for women.

Adapted from M. Lamson, "What are we doing today to keep it that way?" The Mathematics Teacher 78(1) (1985).

## OCCUPATIONAL EMPLOYMENT PROJECTIONS

Where will the jobs be in 1995? According to the Florida Department of Labor and Employment Security, in its publication FLORIDA: INDUSTRY AND OCCUPATIONAL PROJECTIONS TO 1995, the Professional, Technical and Kindred Workers classification will be the fastest growing in the State of Florida.

Among the specific occupations with both high potential employment and high rates of increase, five are identified:

| | 1995 EMPLOYMENT | 1982-1995 GROWTH |
|---|---|---|
| Systems Analysts, EDP | 15,501 | 103 % |
| Lawyers | 22,423 | 86 % |
| Electrical Engineers | 28,343 | 81 % |
| Dental Assisting | 11,452 | 79 % |
| Nurses, Professional | 89,382 | 59 % |

How well poised are women to participate in these high potential placement opportunities? An analysis of 1980 Census Data provided by the U.S. Department of Labor (April, 1983) shows that women in the State of Florida are already dominating two of these occupations: Professional Nurses and Dental Assisting. Men are significantly underrepresented in these fields. Women are significantly underrepresented in the remaining occupations: Systems Analysts, Lawyers, and Electrical Engineers.

| | PERCENT FEMALE | SALARY |
|---|---|---|
| Systems Analysts,EDP | 21.7 % | 14,900-31,000 |
| Lawyers | 12.2 % | 18,000-40,000 |
| Electrical Engineers | 6.7 % | 16,400-26,900 |
| Dental Assistants | 97.7 % | 9,500-12,000 |
| Nurses, Registered | 94.6 % | 12,500-28,000 |

## Resource Corner

"WOMEN IN NONTRADITIONAL CAREERS (WINC): CURRICULUM GUIDE" 1984, U.S. Department of Labor, Women's Bureau

This guide was developed to assist school personnel in helping young people broaden their career plans and goals. The resource contains background information for the instructor, lesson plans and activity resources.

This resource is available for Loan

# VEP UPDATE

**Vocational Equity Project**

**Office of Vocational, Adult, and Community Education**

**Volume 2, No. 3** **Spring, 1987**

## Spotlight On Vocational Students In Nontraditional Programs

This edition of the **VEP UPDATE** focuses on some of the students and OVACE personnel who are employed or currently enrolled in vocational programs which are considered nontraditional occupational.

A nontraditional occupation (NTO) is simply an occupation that might once seemed appropriate for only one sex. For example: nursing for men, carpentry for women.

It is hoped that the experiences shared by the persons in this newsletter will serve as a motivational force for those considering 'crossing the line' into a NTO.

The Office of Vocational, Adult and Community Education would like to thank the administrators, counselors and teachers of **Dorsey Skill Center, Lindsey Hopkins Technical Center, Miami Lakes Technical Educational Center, Miami Skill Center, Robert Morgan Vocational Technical Institute and South Dade Skill Center** for their support and promotional activities for sex equity.

**HATS OFF** to those persons who have chosen to venture into a nontraditional program.

## Put Yourself In The Spotlight

If you are at least 16 years old and have the desire and ability to learn, you can enroll in any vocational training program in Dade County. Most of the programs are open for enrollment at any time during the year. If space is not available in a desired class at the time you complete your application, your name can be placed on a waiting list.

We have child care services available, as well as counseling and financial aid. To find out more about these and other services, call or visit one of the following locations.

Dorsey Skill Center
7100 N.W. 17th Avenue
Miami, FL 33147
(305) 693-2490

Lindsey Hopkins Technical Education Center
750 N.W. 20th Street
Miami, FL 33127
(305) 324-6070

Miami Lakes Technical Education Center
5780 N.W. 158th Street
Miami Lakes, FL 33014
(305) 557-1100

Miami Skill Center
50 N.W. 14th Street
Miami, FL 33136
(305) 358-4925

Robert Morgan Vocational-Technical Institute
18180 S.W. 122nd Avenue
Miami, FL 33177
(305) 253-9920

South Dade Skill Center
28300 S.W. 152nd Avenue
Leisure City, FL 33033
(305) 247-7839

## Are We Teaching Sex Role Stereotyping?

**By Dr. Beverly Stitt**
Project Director
Building Fairness Resource Center

Educators teach concepts they don't realize they are teaching, according to Myra and David Sadker after several years of educational research. They conclude virtually all current teacher preparation programs ignore the effects of sexism. As teachers, you probably feel a bit defensive about being identified as unsuspecting spreaders of sex bias. You may think your students' parents programmed them to have certain sex role ex-

pectations in terms of careers and courses of study. Of course, they do come into kindergarten with definite ideas about appropriate behavior for their sexes. But the Sadkers found that after entering school, the key element reinforcing sex role stereotyping is the way school personnel interact with students.

For example, females may be shaped at home to be docile, passive, and conformative, but teachers reinforce these patterns when praising these behaviors. In several surveys elementary teachers did not highly value flexibility and independence in students at all but did place higher value in girls' rigidity and dependence than in boys.

Also, the Sadkers found teachers twice as likely to give male students detailed instructions on how to do things for themselves. They give fewer instructions to girls; and after giving them the instructions, they tend to help them. The result: Boys become more independent, girls become more dependent.

This situation does not just occur at the elementary school level. Constantina Safilios-Rothschild, sociologist with the Population Council in New York, did a similar study at the Coast Guard Academy. The results paralleled the Sadkers findings.

Look at differences in males' and females' treatment in some of the vocational classes, math and science classes, computer technology classes, and business classes in your school. Classroom chivalry causes an increase in independent, antonomous behavior in boys and gradual decrease in these behavior in girls.

Such expectations can play a powerful role in determining behaviors, particularly achievements. Margaret Mead, the well- known anthropologist who studied sex role differences in New Guinea in 1930, found that everyone born with the umbilical cord wrapped around them in a particular way became artists. Those not born this way - no matter how great the desire and amount of work - never became artists. We laugh at the ridiculousness of such expectations, but consider another study where teachers received students' IQ test scores that in reality were really their locker numbers. At the end of the semester, the students with the higher locker numbers received the highest grades. No so different from the umbilical cord story is it?

Expectations are so powerful, the Sadkers found, that they can actually influence what we see. In studying teachers in the classroom, they filmed actual classroom sessions and found boys out talk girls 3 to 1. However, teachers watching the films thought the girls talked most. Only when they were asked to actually count student comments were they convinced. Boys dominated classroom communications at all grade levels, in all types of communities, and in all subjects areas.

Yet, after training, the Sadker study teachers eliminated their biased behaviors, and actually improved their overall effectiveness. In other words, bias-free teaching is good for all students; and teachers who do not exhibit sex-role stereotyping in their classrooms are better teachers overall.

# Profiles of Nontraditional Students

## DORSEY SKILL CENTER

**NAME:** Rosie Lee Roberts
**AGE:** 46
**MARITAL STATUS:** Married
**CHILDREN:** 12
**SCHOOL:** Dorsey Skill Center
**PROGRAM:** Auto Mechanics
**PROFILE:** Rosie Lee has always enjoyed fixing things - even cars. So she decided to enroll in an auto

mechanics program three months ago. She says the entire staff at Dorsey, especially her counselor, Mrs. Olympia Andreani and her instructor, Mr. Frank Martin, have been very supportive of her "nontraditional" decision. "My husband and friends like the idea too," says Rosie.

Aside from attending classes, she works part-time as a paper delivery person for the Miami Herald where she has been employed for 14 years.

She says one of the reasons for pursuing this area was to learn the basics about cars so she would not be taken advantage of when seeking repair service; as well as taking into consideration the salary of an auto mechanic. Rosie admits that the occupation is often times a "dirty job," but experience a feeling of accomplishment when she overhauled her first transmission.

She would like to continue her training in order to become an expert in automatic transmissions, and eventually open her own shop.

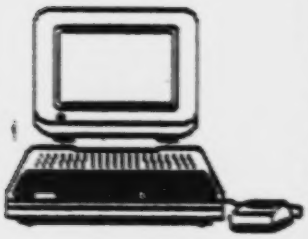
NAME: Samson Mondesir
AGE: 20
MARITAL STATUS: Single
CHILDREN: None
SCHOOL: Dorsey Skill Center
PROGRAM: Nursing Assistant
PROFILE: Samson's ultimate goal is to become a surgeon. He feels that entering the nursing assistant program is a step towards reaching that goal. His family who resides in Haiti is proud of his achievements thus far, and see him fulfilling his childhood dream of helping others.

When asked "what is the greatest achievement or accomplishment you've made since being in the program for three months," he proudly answered, "I can make a bed correctly," and "I have been able to use some of my nursing skills on my family members."

He says that females in the class along with the instructor, Mrs. Griffin and his counselor, Mrs. Olympia Andreani provide constant encouragement for him to continue training in his chosen field of interest. Upon completion of this program, Samson plans to attend Miami Dade Community College.

## LHTEC

NAME: Anna Parmino
AGE: 21
MARITAL STATUS: Single
CHILDREN: None
SCHOOL: Lindsey Hopkins Technical Center
PROGRAM: Industrial Electronics
PROFILE: Anna began her studies in electronics in her native country, Ecuador. She has completed one year in the electronics program at Lindsey. "My family thought I was crazy for entering such a program, but this is a job I have always dreamed of doing," says Anna. They (her family) fully support her endeavor just as much as her instructor, Mr. Hughes. Anna admits that there are some disadvantages as well as advantages of being in a nontraditional program. The disadvantages include the difficulty of mastering the course work and coping with those who feel she is out of place in a male-dominated course. The advantages include getting special assistance from her instructor and classmates (all males); wider choice of career opportunities and a good salary.



Anna feels that gaining respect, acceptance and friendship among her classmates is the biggest accomplishment she has made since enrolling in the course.

Her goals after program completion include returning to Ecuador to continue training in electronics and become employed in the field of telecommunications or computer technology.

## MLTEC

NAME: Erika E. McLeod
AGE: 17
MARITAL STATUS: Single
CHILDREN: None
SCHOOL: Miami Lakes Technical Education Center
PROGRAM: Auto-Body Repair and Refinishing
PROFILE: Erika is a shared-time student from Hialeah Miami Lakes Senior High. She said when she was given the opportunity to tour the vocational programs at Miami Lakes Vocational Tech, she first decided to settle for cosmetology. However, after spending a few weeks in the class she realized this was not the place for her. She met with her counselor, Ms. Nilda Diaz to request a schedule change to enroll in the Auto-Body and Repair and Refinishing class. Erika says "unlike cosmetology, I felt comfortable in the class." Presently, she holds a B average in the course. She attributes her success in the program to her mother and her instructors, Mr. Hodgson and Mr. Smith who provide support and encouragement.

Erika's advice to other females is not to limit yourself to just female dominated courses, but extend yourself to those fields that you have a real interest in, whether traditional or nontraditional.

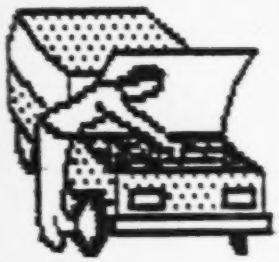
Erika's goal after high school includes attending college, majoring in pre-law. She would also like to own her own auto body business.

ly thick skin" and determination to make it in a nontraditional area. She says she really feels good about her progress and plans to utilize the welding skills learned in her professional career of sculpturing.

## SOUTH DADE SKILL CENTER

**NAME:** Carmen Guadalupe
**AGE:** 35
**MARITAL STATUS:** Single
**CHILDREN:** 1
**SCHOOL:** South Dade Skill Center
**PROGRAM:** Auto Mechanics
**PROFILE:** Carmen is thrilled with her success in the auto mechanics program at South Dade Skill Center. She has been in the program for four months and progressing extremely well says her instructor, Mr. Kircher.

Carmen gave up her job at a local nursery where she worked in various capacities for 15 years. The school counselor Ms. Ethel Austin, assisted her in applying for the Job Training Partnership Act (JTPA) which provides free tuition, supplies, child care and transportation - now Carmen's life long dream of being an auto mechanic is becoming a reality. She says she really feels good about herself as a "handy-woman" since she is always fixing things. Even as a little girl she worked closely with her brother as he performed "men jobs." "I'm teaching my four year old daughter how to do nontraditional tasks also."



In addition to becoming employed after completing this program, she plans to enroll in advance auto mechanic programs. Her ultimate dream is "to open my own shop and have my instructor, Mr. Kircher cut the ribbon at the grand opening."

## OVACE

**NAME:** Carlos M. Sanchez
**AGE:** 54
**MARITAL STATUS:** Single
**CHILDREN:** 1
**OCCUPATION:** Secretary
**EMPLOYER:** Dade County Public Schools
Office of Vocational, Adult, and Community Education (OVACE)

**PROFILE:** Carlos has been working in OVACE for approximately 18 months. He is the secretary to Mrs. Marian Dean, Coordinator of Adult Basic Education. Carlos says he feels that his professional background as a Librarian and scientific information specialist links very well with his secretarial responsibilities. Additionally, he does not see any disadvantages of being in a predominantly female dominated occupation, but sees it as an opportunity to do what he enjoys doing most. He adds that he looks forward to utilizing his prior experiences to accomplish or perform his duties as a secretary.

Carlos agrees with most persons in nontraditional areas - that efficiency is one of the most important qualities one should strive for when working in nontraditional occupation.

## "WHY NOT BECOME A PART OF "NOT" (Nontraditional Team)"

Appendix E

Assessment Form

Sex Equity Improvement Plan

DADE COUNTY PUBLIC SCHOOLS

Office of Vocational, Adult, and Community Education

ASSESSING SEX EQUITY IN VOCATIONAL EDUCATION

ASSESSMENT FORM

School _____ Date _____

Person Contacted _____ Position _____

| COMPLIANCE | Yes | To Some Degree | No | EVIDENCES |
|---|---|---|---|---|
| **ADMISSIONS** | | | | |
| **1. School's admission policies into vocational programs are in compliance with the sex equity provisions of the Carl Perkins Act.** | | | | __ copies of all policies concerning student admissions and admissions requirements |
| A. Are all decisions regarding admissions made: | | | | __ copies of any documents describing the admissions procedure |
| | | | | __ statement of admissions criteria |
| Without giving preference to one person over another on the basis of sex? | ___ | _____ | ___ | __ copies of all tests used to determine eligibility admissions |
| Without ranking applicants separately on the basis of sex? | ___ | _____ | ___ | __ copies of all application forms used for student admissions |
| Without applying numerical limitations (quotas) on the number or proportion of persons of either sex who may be admitted? | ___ | _____ | ___ | __ copies of student handbooks |
| Without applying different admissions criteria on the basis of sex? | ___ | _____ | ___ | |

| COMPLIANCE | Yes | To Some Degree | No | EVIDENCES |
|---|---|---|---|---|
| B. Are all tests or criteria used in admissions free from a disproportionatley adverse effect upon persons of one sex? If not, have these tests or criteria been shown to validly predict success in the programs concerned and have questions and tests which do not have such an effect been shown to be unavailable? | ___ | ___ | ___ | |
| C. Are all admissions decisions made without reference to any rule concerning the actual or potential parental, family or marital status of an applicant which treats persons differently on the basis of sex? | ___ | ___ | ___ | |
| **RECRUITMENT** | | | | |
| **2. Developed recruiting procedures and/or materials to attract and interest students in enrolling in nontraditional programs.** | | | | __ copies of recruitment brochures, catalogs, or other materials distributed to applicants |
| A. Have you designed special recruitment brochures to attract students of both sexes into vocational programs? | | | | __ copies of all descriptions of vocational, technical, industrial, business, and home economics courses |
| B. Have you developed audio-visual materials to attract students of both sexes into vocational programs? | ___ | ___ | ___ | __ copies of any special materials developed for the purpose of recruitment of students in non-traditional vocationsl programs |
| C. Have you developed ads via the media (newspaper, TV, radio) to attract students of both sexes into vocational programs? | ___ | ___ | ___ | |

| COMPLIANCE | Yes | To Some Degree | No | EVIDENCES |
|---|---|---|---|---|
| D. Have you contacted feeder schools to recruit students into nontraditional programs? | ___ | ___ | ___ | |
| E. Are recruitment efforts made without regard to sex? If students are recruited from institutions which enroll only predominantly students of one sex, is such recruitment conducted in a nondiscriminatory fashion? (i.e., are students recruited equally from boys' and girls' schools?) | ___ | ___ | ___ | |
| **ENROLLMENT** | | | | |
| **3. Vocational education programs with enrollments of 65 percent or more of one sex have been identified.** | | | | __ copies of any materials used by counselors in referring students to vocational schools |
| A. Have courses showing a disproportionate enrollment of males and females been identified? | ___ | ___ | ___ | __ description of practices and/or criteria used for referral or assignment of students to vocational education courses and programs |
| B. Have steps been taken to ensure that those courses with a disproportionate enrollment is not the result of sex discrimination in counseling or counseling materials? | ___ | ___ | ___ | __ copies of policies governing student assignment to courses and programs of vocational education |
| C. Are counselors accessible to prevocational students for tours/ orientation of vocational program areas? | ___ | ___ | ___ | __ course enrollment by sex in all:<br>-vocational courses<br>-technical courses<br>-industrial courses<br>-business courses<br>-distributive-cooperative education courses<br>-home economics courses |
| D. Are periodic counseling sessions available for students enrolled in non-traditional courses? | ___ | ___ | ___ | |

| COMPLIANCE | Yes | To Some Degree | No | EVIDENCES |
|---|---|---|---|---|
| **CURRICULUM MATERIALS AND TESTS** | | | | |
| **4. Curriculum materials and admission tests are free of sex biased language.** | | | | __ copies of all curriculum guidelines relating to content activities, instructional methodologies or requirements in vocational education and related courses |
| A. Does the student handbook make clear that all vocational and related courses are open to students of both sexes? | ____ | ____ | ____ | __ copies of interest battery test |
| B. Are all vocational education and related course titles and descriptions gender-free? | ____ | ____ | ____ | __ copies of aptitude test<br>__ copies of achievement test |
| C. Do all vocational programs and curriculum guidelines make clear that all courses are to be provided equally and under the same conditions to males and females? | ____ | ____ | ____ | __ copies of student handbook |
| D. Are all teacher-made instructional materials free of sex biased language? | ____ | ____ | ____ | |
| **INSERVICE TRAINING** | | | | |
| **5. Opportunities for staff and program improvement are provided for the purpose of informing all school personnel of techniques for providing equity in the classroom.** | | | | __ copies of faculty meeting agenda<br>__ verification of meeting with resource person(s)<br>__ verification of attendance to inservice workshops |
| A. Were workshops of training activities provided for teachers via:<br>-formal inservice workshops (Teacher Education Center-TEC)? | ____ | ____ | ____ | |

| COMPLIANCE | Yes | To Some Degree | No | EVIDENCES |
|---|---|---|---|---|
| -faculty meeting? | ___ | ___ | ___ | |
| -individualized instruction by resource person? | ___ | ___ | ___ | |
| -mini-workshops by resource person? | ___ | ___ | ___ | |
| **COORDINATION AND LINKAGE** | | | | |
| **6. Has a policy directive on the implications of the sex equity provisions of the Carl Perkins Act been issued to appropriate staff by:** | | | | __ copies of resource materials pertaining to Carl Perkins Act (sex equity provisons, etc.)<br>__ evidences of conferences between staff and supervisory personnel |
| A. Local Director | ___ | ___ | ___ | |
| B. District Staff | ___ | ___ | ___ | |
| C. School Principal | ___ | ___ | ___ | |
| D. Other (specify) _____ | ___ | ___ | ___ | |
| **7. Has coordination and linkage occured between school and:** | | | | __ copies of communications with outside agencies<br>__ copies of responses from outside agencies |
| A. Community Based Organizations (CBO's) | ___ | ___ | ___ | |
| B. Job Training Partnership Act (JTPA) | ___ | ___ | ___ | |
| C. Single Parent and Displaced Homemaker Project | ___ | ___ | ___ | |
| D. Other (specify) _____ | ___ | ___ | ___ | |

**DADE COUNTY PUBLIC SCHOOLS**

Office of Vocational, Adult and Community Education

-Sex Equity Improvement Plan-

School _____ Date _____

Person Contacted _____ Position _____

| | MAJOR STRENGTHS | RECOMMENDATIONS | SCHOOL'S ACTIVITIES |
|---|---|---|---|
| COMPLIANCE | Observed Strengths of School's Promotion of Sex Equity | Vocational Specialist Recommendations for Program Improvement | Action Plans for Implementing Sex Equity |
| ADMISSION | | | |
| RECRUITMENT | | | |

| | MAJOR STRENGTHS | RECOMMENDATIONS | SCHOOL'S ACTIVITIES |
|---|---|---|---|
| COMPLIANCE | Observed Strengths of School's Promotion of Sex Equity | Vocational Specialist Recommendations for Program Improvement | Action Plans for Implementing Sex Equity |
| ENROLLMENT | | | |
| CURRICULUM MATERIALS AND TESTS | | | |

| | MAJOR STRENGTHS | RECOMMENDATIONS | SCHOOL'S ACTIVITIES |
|---|---|---|---|
| COMPLIANCE | Observed Strengths of School's Promotion of Sex Equity | Vocational Specialist Recommendations for Program Improvement | Action Plans for Implementing Sex Equity |
| INSERVICE TRAINING | | | |
| COORDINATION AND LINKAGE | | | |

Appendix F

Medical Assisting Brochure

Surgical Technology Brochure

# SURGICAL TECHNOLOGIST

Have you ever thought about surgery ... as a job? Are you interested in the kind of work where your performance has an effect on whether a human being lives or dies? Then you might consider the job of Surgical Technologist. The surgical technologist is an integral part of the surgical team made up by the surgeon, his assistant, an anesthesiologist, a registered nurse and the surgical technician. His or her work begins before the surgical case with the preparation of the operating room and instruments. During the operation, the surgical technician passes instruments to the surgeon, takes them from him, and performs other tasks assigned by the physician or surgical nurse. At the end of the operation the surgical technician helps the nurse count sponges and instruments. When the case is over, the surgical technologist cleans the room and instruments.

At times the work is hard and not very glorious, but during the operation every member of the surgical team bears a responsibility for the patient's life. If you think you could share in this day to day responsibility where a human life hangs in the balance, you should look into the program for training surgical technologists offered by the Lindsey Hopkins Technical Education Center. The course covers more than 1200 hours and takes 12 months. In small, seven to sixteen student classes, you'll study such subjects as anatomy, physiology and sterile techniques. You'll learn to identify, clean and sterilize instruments, and how to pack instrument trays for surgery. The last six months of training takes place in the operating room where you'll actually participate in surgical procedures. You'll be exposed to as many different kinds of operations as possible learning from every member of the surgical team.

The work is hard but the results are rewarding. If you have this kind of interest in people's lives, you might want to become part of the surgical team as a surgical technologist.

Health and Public Service Education has many nontraditional jobs that might be just what you've been looking for. A nontraditional worker is simply a woman or a man working in an area that might once have seemed appropriate only for the other sex.

## requirements

You should be at least 18 years of age.
You must be a high school graduate or GED equivalent.
You must be in good health.
You must take a pre-entrance examination and be interviewed by an adult guidance counselor and faculty member.

# here are some specifics

## cost

Pre-entrance examination $2.00.
There is a low tuition charge for all courses.
Students will be responsible for the cost of dental and physical examinations, uniforms and accessories.

## how to apply

Contact the Adult Guidance Department, Lindsey Hopkins Technical Education Center, Room D-107, or telephone 324-6070 Ext. 4202

DADE COUNTY PUBLIC SCHOOLS
Office of Vocational, Adult and Community Education
1450 Northeast Second Avenue
Miami, Florida 33132

The School Board of Dade County, Florida adheres to a policy of nondiscrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of sex.

Age Discrimination Act of 1967, as amended - prohibits discrimination on the basis of age between 40 and 70.

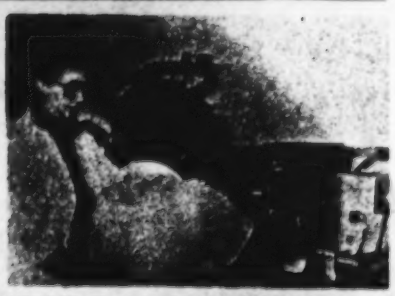
Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the handicapped.

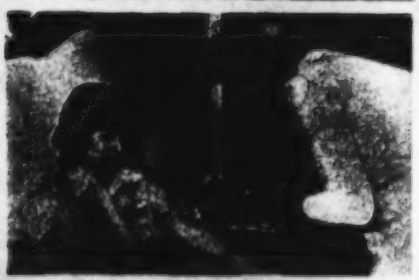
Florida Educational Equity Act - prohibits discrimination on the basis of race, sex, national origin, marital status or handicap against a student or employee.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal) and Section 295.07, Florida Statutes, which also stipulates categorical preferences for employment.

# SURGICAL TECHNOLOGY PROGRAM

# MEDICAL ASSISTANT





If you have a genuine desire to help sick or disabled people along with the makings of a first rate secretary, then the job of medical assistant may be the place for you. Combining some skills of a nurse with those of a secretary, the job of medical assistant requires a special kind of person.

As a secretary the medical assistant handles a good portion of the paper work in a doctor's office: making appointments, keeping medical records and case histories, billing patients, handling insurance forms and claims. She orders medical supplies and prepares patients for physicals. She may assist the doctor in minor surgery, draw blood for diagnosis, perform lab work, take blood pressure, check patient's temperature, pulse and respiration, or help operate an EKG machine.

As the member of the doctor's team who greets patients, the medical secretary must quickly recognize emergencies and respond to these situations with intelligence. Probably most important, the medical assistant needs to develop the kind of personality that combines friendliness and sympathy with a matter-of-fact common sense that brings reassurance to patients who are fequently anxious or distressed.

If you think you have this kind of ability and personality, you might want to explore the Medical Assistant Program. You will spend one-half of your day learning the secretarial skills you'll need in the doctor's office: typing, shorthand, and billing. During the other half of your day, you'll study such medical subjects as hematology, anatomy physiology, and identification and sterilization of instruments. You'll learn to assist the doctor in minor surgery and perform laboratory procedures. A part of your course will introduce you to human relations techniques that will enable you to treat patients with understanding and sympathy.

A certain amount of scientific aptitude and a genuine liking for people, the job of medical assistant is one job where you can find - and give -a great deal of satisfaction.

Health and Public Service Education has many nontraditional jobs that might be just what you've been looking for. A nontraditional worker is simply a woman or a man working in an area that might once have seemed appropriate only for the other sex.

# here are some specifics:

## REQUIREMENTS

- You must be a high school graduate or GED equivalent
- You must be able to type at least 35 words per minute.
- You should have a current health exam, tetanus immunization and have no serious physical handicaps.
- You must take a pre-entrance examination and be interviewed by an Adult Guidance Counselor.

## COST

- Pre-entrance examination $3.00.
- Tuition $98.00 per 15 week trimester
- Students will be responsible for the cost of the health exam and tetanus immunization, uniforms and books.

## HOW TO APPLY

Contact the Technical Center nearest you or call the Supervisor of Health Occupations in the Office of Vocational, Adult and Community Education, 376-1813 OR 691-2462

**Lindsey Hopkins Tech. Educ. Center**
750 N.W. 20th St., Miami 324-6070

**Robert Morgan Voc. Tech. Institute**
18180 S.W. 122 Ave., Miami 253-9920

**Miami Lakes Technical Education Center**
5780 N.W. 158 St., Miami Lakes 557-1100

DCPS

**DADE COUNTY PUBLIC SCHOOLS**
**Office of Vocational, Adult and Community Education**
**1450 Northeast Second Avenue**
**Miami, Florida 33132**

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# medical assistant program

## Appendix G

## Visitation Form

## VISITATION FORM

School _____ Person Contacted _____ Position _____

| DATES | HOURS | SYNOPSIS OF MEETING | ISSUES/CONCERNS EXPRESSED |
|---|---|---|---|
| | | | |







1/87
sdf:TGS

## Appendix H

Teacher Education Center (TEC) Inservice Education Component

**BUREAU OF STAFF DEVELOPMENT**
**DADE COUNTY PUBLIC SCHOOLS**

**INSERVICE EDUCATION COMPONENT**

(Please type)

I. **INITIATOR**

Name Carrie B. Mickey Title Supervisor, Health & Public Service Education

Mail Code 9999 Phone 376-1871

Date Submitted 5/14/87 Projected Date of Implementation Sept., 1987

II. **COMPONENT DESIGN** X New Component ___ Revised Component (check one)

A. Title: EQUITY ISSUES IN VOCATIONAL EDUCATION

B. Program Designed to Impact: (check all appropriate categories)

| | | |
|---|---|---|
| ___ All Instructional Personnel | ___ Senior High | ___ Administrators |
| ___ Elementary, Primary | X Vocational Education | ___ Community Education |
| ___ Elementary, Intermediate | ___ Adult Education | ___ Non-instructional |
| ___ Middle/Junior High | ___ Exceptional Student | ___ Other |

III. **APPROVALS**

APPROVAL (Area or Division Director)

Signature Title Date

APPROVAL (Bureau Associate Superintendent/Office Assistant Superintendent/Executive Director or Area Superintendent)

Signature Title Date

APPROVAL (Appropriate Staff Development Administrator) Date Received: ____

Signature Title Date

APPROVAL FOR SUBMISSION TO THE STATE OF FLORIDA, DEPARTMENT OF EDUCATION

Signature Executive Director, Bureau of Staff Development Title Date

MIS-11408 Rev. (01-84)

**D. Specific Objectives: Use as many objectives as necessary. Specific objectives must be written in measurable terms for the participants and must directly relate to the general objective(s). Please number the objectives.**

Given involvement in this activity, the participant will:

1. Describe verbally two (2) purposes for promoting equity in vocational education.
2. Identify verbally two (2) stereotypical behavioral differences teachers show toward male and female students.
3. Develop or modify existing curriculum materials by infusing the concepts of sex equity.
4. Develop an action plan to reduce sex bias and stereotyping in the school.
5. Identify verbally two (2) recruitment strategies and two (2) retention strategies for students in nontraditional programs.
6. Analyze/critique inequity practices used in their classroom.

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**E. Activities:**

**1. Describe planned inservice activities designed to accomplish each of the specific objective(s) during contact time. Next to each activity write the numeral of the specific objective the activity addresses.**

1. Attend instructor's lecture on:
   a. purposes for promoting sex equity in vocational education (Specific Objective 1)
   b. effects of stereotypical behavioral differences of teachers toward males and females (Specific Objective 2)
   c. general objectives that can be met with the modification of curriculum materials (Specific Objective 3)
   d. innovative strategies for recruiting and retaining students into nontraditional vocational programs (Specific Objective 5)
2. Develop or modify, individually, an instructional unit to include sex equity concepts (Specific Objective 3)
3. Discuss, in a small group, a plan of action that will be implemented in their individual schools to promote sex equity (Specific Objective 4)

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## V. TECHNICAL DESIGN

**A. Functions** Check only one item listed below to indicate the function of this component.

1. ___ Instruction (A component which focuses on activities that deal directly with the teaching of pupils or with pupil-teacher interaction.)

2. ___ Instructional Support Services (A component which focuses on technical or logistical services that support the instructional process.)

3. ___ General Support Services (A component which focuses on activities or services connected with establishing policy and the management of the school system or of individual schools or with the provision of facilities and services to staff.)

4. ___ Community Services (A component which focuses on activities that do not relate directly to the education of pupils in the school system but pertain to services provided to the community such as recreation and day-care programs, civic activities and library services.)

**B. Main Subject or Service Area Within the Function:** (See back of page. Choose one.)

| 50 | VoTec - Unclassified |
|---|---|
| Number | Subject or Service Area |

**C. Area of Competency:** (check one)

1. ___ Communication Skills, Knowledge or Attitudes
2. ___ Technical Skills, Knowledge or Attitudes
3. ___ Management Skills, Knowledge or Attitudes
4. ___ Interpersonal Skills, Knowledge or Attitudes
5. ___ Subject Area Content
6. ___ Analysis of Child Growth and Development

**D. Special Programs** Check to indicate if the component is designed primarily to serve one of the special programs listed below that is being implemented in the district.

1. ___ ESEA Chapter I, Compensatory
2. ___ ESEA Chapter I, Migrant
3. ___ State Compensatory Ed.
4. ___ ECIA Chapter II, Educational Improvement Programs
5. ___ Alternative Education Program
6. ___ Law Education
7. ___ PREP
8. ___ Beginning Teacher Program
9. ___ Ex. Student Ed., Federal Programs
0. ___ None of the special programs

Name _____

SEX EQUITY POSTTEST

I. Describe the purposes of promoting sex equity in vocational education.

_____

_____

_____

_____

_____

_____

II. Match terms associated with classroom strategies for promoting sex-fair education to the correct definitions. Write the correct numbers in the blanks provided.

_____ a. Person who promotes equality of the sexes

_____ b. Attitude based on the assumption that one sex is superior to the other regardless of their abilities or competencies

_____ c. Consideration of each individual with regard to particular talents, strengths, and weaknesses unrelated to gender; opposite of sexism

_____ d. Generalization in which roles are prescribed for females and males; act as models in patterning behavior for children

_____ e. Practice of excluding a person from a situation or task solely on the basis of sex; can be disputed in a court of law

_____ f. Behaviors and qualities which characterize males or females in a given culture

_____ g. System of beliefs (unconscious or conscious) which includes sex bias, sex discrimination, and sex-role stereotyping

1. Sexism
2. Sex bias
3. Sex discrimination
4. Sex-fair
5. Feminist
6. Sex roles
7. Sex-role stereotype

III. Select from the following list characteristics of sex-fair education. Mark each answer with an "X".

_____ a. Intended mainly for women and girls

_____ b. Requires a professional attitude

_____ c. Stresses changing behaviors and attitudes

_____ d. Is associated with radical feminist politics

_____ e. Considers minority needs

_____ f. Functions within the school system

_____ g. Works toward eliminating sex bias but not sex discrimination

_____ h. Stresses open, positive communication

IV. Arrange in order awareness stages leading to change. Place a "1" in front of the first stage, a "2" in front of the second, and so on.

_____ a. No problem exists (shock or surprise)

_____ b. Rage

_____ c. Acceptance

_____ d. Others, not me (guilt or projection)

_____ e. Integration and action

_____ f. Awareness or rationalization

V. Distinguish between damaging effects of sex-role stereotyping on males and females. Place an "M" for male and an "F" for female in the correct blanks. (A blank may have more than one correct answer.)

_____ a. Lose options for full development of personality

_____ b. Lose nurturing and emotional qualities

_____ c. Lose freedom to develop full academic potential

_____ d. Lose potential to consider wide range of occupations

VI. Please indicate the extent to which you agree or disagree with each of the following statements (1-6) by placing the appropriate number from the rating scale below on the line provided to the left of each statement.

rating scale

5 - strongly agree
4 - agree
3 - neither agree nor disagree
2 - disagree
1 - strongly disagree

1. _____ These classes have made me more aware of my own practices regarding the distribution of my instructional "attention" across individual students comprising my classes.

2. _____ These classes have made me more aware of "effective" instructional practices.

3. _____ I will most likely employ the "effective" instructional practices which have been taught in these classes.

4. _____ I will most likely employ the techniques for assessing and insuring equitable distribution of instruction which have been taught in these classes.

5. _____ I believe that the equitable distribution of what have been defined as "effective" instructional practices will significantly impact the learning of female and minority students.

6. _____ These classes have made me more aware of the importance of equity in instructional materials.

VII. Indicate the extent to which you feel that you have increased the frequency of each of the following instructional behaviors by placing the appropriate number from the rating scale below on the line provided to the left of each practice.

rating scale

4 - substantially increased
3 - moderately increased
2 - slightly increased
1 - not increased

1. _____ involvement of minorities

2. _____ involvement of females

3. _____ frequency of praise or remediation

4. _____ use of higher level questions/assignments

# K E Y

## SEX EQUITY POSTTEST

I. Description should include:

a. To help participants become aware of discrimination based on sex, particularly in educational settings.
b. To help participants plan strategies to eliminate discrimination based on sex, in educational settings.

II.
a. 5
b. 2
c. 4
d. 7
e. 3
f. 6
g. 1

III. b, c, e, f, h

IV.
a. 1
b. 4
c. 6
d. 2
e. 5
f. 3

V.
a. M, F
b. M
c. M, F
d. F

VI. Individual Responses

VII. Individual Responses

## EVALUATION FORM
## FOR
## MICRO-TEACHING LESSON

USE: Whenever the teacher criticizes an individual student.
PURPOSE: To see what behaviors the teacher singles out for criticism, and to see how the teacher's criticism is distributed among the students.

| BEHAVIOR CATEGORIES | Number of Students: Males | Females |
|---|---|---|
| 1. Lack of effort or persistence, doesn't try, gives up easily | | |
| 2. Poor progress (relative to expectations), could do better, falling behind | | |
| 3. Failure (can't answer, low score), lack of achievement | | |
| 4. Faulty thinking, wild guess, failure to think before responding | | |
| 5. Trite, stereotyped responses, lack of originality or imagination | | |
| 6. Sloppiness or carelessness | | |
| 7. Misbehaves, breaks rules, inattentive | | |
| 8. Selfish, discourteous, won't share; antisocial behavior | | |
| 9. Other (specify) | | |

NOTES:

Appendix I

Status Report
for
1986 - 87

SEX EQUITY LINKAGE AND COORDINATION PROJECT

OFFICE OF VOCATIONAL, ADULT, AND COMMUNITY EDUCATION

STATUS REPORT
7/1/86 - 6/30/87

Project Goal: To develop a leadership posture of promoting sex equity in the Dade County Public Schools.

To assist in developing a climate of receptivity for the concept of sex equity in the Dade County Public Schools.

| JOB TARGETS | ACTIVITIES | PROGRESS POINTS/DATES | COMMENTS |
|---|---|---|---|
| 1. Develop and implement at least five (5) sex equity inservices for vocational education. | 1.1 Identify at least five (5) topics for inservices<br>- Legal Mandates for Sex Equity<br>- Sex Equity Awareness<br>- Recruitment and Retention Strategies for Encouraging Enrollment in Nontraditional Programs<br>- Sex Bias Language Awareness<br>- Career Awareness - Traditional vs. Nontraditional | 8-86 | |
| | 1.2 Meet with each Program Area and provide audience with an overview of sex equity project for 1986-87 | 8/29/86 | Met with four (4) Program area at Professional Meeting Day for vocational teachers (Dade County Public Schools) |
| | 1.3 Identify topic and prepare for one (1) inservice workshop | 9/86 | |

| JOB TARGETS | ACTIVITIES | PROGRESS POINTS/DATES | COMMENTS |
|---|---|---|---|
| | 1.4 Identify facilitators, agencies and other resources to implement inservices | | |
| | 1.5 Contact inservice participants | | |
| | 1.6 Conduct inservice at Robert Morgan Vocational Technical Institute for vocational teachers and counselors | 1/30/87 | Topic: Recruitment and Retention Strategies for Encouraging Enrollment In Nontraditional Programs |
| 2. Develop equity workshops via Teacher Education Center (TEC) | 2.1 Develop TEC component on sex equity for implementation in May, 1987 | 1/87 | |
| | 2.2 Contact TEC representative to arrange for workshops and identify facilitators | 1/87 | |
| | 2.3 Identify workshop participants (25 vocational teachers) | 3/87 | |
| | 2.4 Conduct TEC workshops | 5/1/87<br>5/21/87 | Topic: Equity Issues in Vocational Education |
| | 2.5 Submit TEC components on sex equity for implementation during 1987-88 school year | 5/15/87 | |
| 3. Develop sex equity workshops for vocational students for the purpose of recruiting students into nontraditional programs. | 3.1 Identify target population to attend workshop | 2/87 | |
| | 3.2 Contact school administrators to arrange for future workshops for students at school site | 2/87 | |

| JOB TARGETS | ACTIVITIES | PROGRESS POINT/DATES | COMMENTS |
|---|---|---|---|
| | 3.3 Identify resources needed to implement student workshops | 2/87 | |
| | 3.4 Conduct student workshop(s) | 4/22/87 | Held workshop at COPE South (school for pregnant teens and single parents) |
| 4. Identify a school-base contact person(s) to serve as equity liaison to vocational specialist for sex equity | 4.1 Solicit/identify person(s) at each vocational center to serve as liaison to equity specialist | 1/87 | Six (6) persons (counselors) have been identified to as contact person |
| 5. Develop assessment instruments to assess and monitor schools progress in promoting sex equity practices | 5.1 Develop draft copy of assessment and follow-up instruments | 2/87 | |
| | 5.2 Submit instruments to supervisor for approval to utilize | 2/87 | |
| | 5.3 Revise and utilize instruments | 3/87 | |
| 6. Provide technical assistance to vocational personnel to develop strategies for encourage students to enroll in nontraditional courses and to monitor school's sex equity promotional activities (A minimum of six visits per year) | 6.1 Schedule school visitations to meet with principals and/or counselor (contact person) to assess progress of sex equity activities | Ongoing Activity | |
| | 6.2 Recommend additional strategies | Ongoing Activity | |
| 7. Review and revise vocational program brochures to insure they include sex-fair language and pictures | 7.1 Collect each school's program brochures | 1/87 | |
| | 7.2 Revise brochures if necessary | 4/87 | Revised two(2) Health Occupations brochures |

| JOB TARGETS | ACTIVITIES | PROGRESS POINT/DATES | COMMENTS |
|---|---|---|---|
| 8. Develop and utilize an instructional module for the purpose of integrating sex equity in vocational classroom instruction | 8.1 Develop draft copy of module | 1/87 | |
| | 8.2 Submit draft copy to supervisor for approval to implement | 1/87 | |
| | 8.3 Conduct mini-workshop for school contact persons to explain usage of module | 9/87 | |
| | 8.4 Field-test module | 9/87 | |
| | 8.5 Complete final revision of module | 11/87 | |
| 9. Produce and disseminate equity newsletter as a means of providing updated information to vocational personnel and students | 9.1 Develop newsletter, Vocational Equity Project (VEP), on a quarterly bases | | Produced and disseminate three (3) newsletters |
| | 9.2 Distribute newsletters to all vocational instructors and students | | |
| 10. Establish sex equity resource lending library for vocational personnel use | 10.1 Order relevant equity instructional materials/resources | Periodically | Library has been established |
| | 10.2 Inform vocational personnel of existence of library | Ongoing Activity | |
| 11. Establish sex equity advisory committee | 11.1 Contact eight (8) vocational program supervisors to serve on advisory committee | 6/86 | |
| | 11.2 Plan and conduct advisory meeting at least four (4) times a year or as needed | 7/86 | Conducted two (2) meetings 6/1/86 and 8/1/86 |
| | 11.3 Increase number of advisory committee members to include persons from business and industry | 7/87 | |

| JOB TARGETS | ACTIVITIES | PROGRESS POINT/DATES | COMMENTS |
|---|---|---|---|
| 12. Establish network with other equity personnel to discuss common goals, problems and solutions to sex equity issues | 12.1 Identify national, state, and local equity personnel | 3/86 | |
| | 12.2 Communicate with identified persons on regular basis | 5/87 Ongoing Activity | Communicated with personnel from Northeast Florida Education Consortium |
| 13. Develop a roster of role models in nontraditional occupations to serve as mentors, employers and guest speakers | 13.1 Identify local agencies and apprenticeship programs for the purpose of job placement for students in nontraditional programs | 5/87 | |
| 14. Identify schools/programs that have been cited by the DOE as having discrepancies in male female enrollments and identify strategies to correct problem | 14.1 Analyze enrollment date for identified programs | 6/87 | |
| | 14.2 Contact Nancy Benda, Director of the Special Educational Opportunity Program, DOE, for enrollment data | | |
| | 14.3 Visit each program to review the enrollment and recruitment activities | | |
| | 14.4 Recommend corrective action as necessary | | |
| 15. Develop final report of 1986-87 project activities | 15.1 Develop and submit final report to Florida Department of Education. Division of Vocational, Adult and Community Education | 6/30/87 | |

Appendix J

Management Plan
for
1987-88

SEX EQUITY LINKAGE AND COORDINATION PROJECT

OFFICE OF VOCATIONAL, ADULT, AND COMMUNITY EDUCATION

## Management Plan for Project Activities (1987-88)

| JOB TARGETS | ACTIVITIES | DATES | PROGRESS POINTS |
|---|---|---|---|
| 1. Conduct at least three (3) equity workshops at school site for all school - based personnel | 1.1 Solicit from school administrators or equity contact person, the topics/ issues needed for workshop(s). Schools to be contacted include: Robert Morgan, Lindsey Hopkins, Miami Lakes Tech, Miami Skill, South Dade Skill and Dorsey Skill | 8/87 | |
| 2. Increase target population (schools) to be included in project for 1987-88 | 2.1 Provide the twenty-four (24) senior and six (6) alternative schools vocational programs with an overview of the goals and objectives of the sex equity projects via letter and/or presentation | 9-10/87 | |
| 3. Identify vocational student organizations to promote sex equity | 3.1 Contact vocational student organization advisors for the purpose of encouraging them to promote equity in student organizations. (Example - awards or recognition given to nontraditional students) | 10/87 | |
| 4. Solicit additional membership for Sex Equity Advisory Committee | 4.1 Identify business and industry personnel to serve on committee | 9/87 | 78 |

| JOB TARGETS | ACTIVITIES | DATES | PROGRESS POINTS |
|---|---|---|---|
| 5. Develop linkage with local agencies | 5.1 Contact additional agencies, role models, etc. for the purpose of building a "job referral bank" for student job placement. | Ongoing Activities | |
| 6. Implement usage of sex equity curriculum module | 6.1 Field test module | 10/87 | |
| | 6.2 Revise module | 12/87 | |
| | 6.3 Distribute modules to schools for implementation | 1/87 | |
| 7. Develop sex equity handbook for vocational or other interested personnel | 7.1 Collect and compile information that may be useful in ensuring that all students have equal access to all vocational programs | 10-12/87 | |
| 8. Sponsor a short term training program to prepare men and women for nontraditional occupations | 8.1 Identify program areas for short term training:<br>- pest control<br>- security guard<br>- telephone lines person<br>- landscaping | 9/87 | |
| | 8.2 Arrange training site(s), instructors, time schedule, etc. | 9/87 | |
| | 8.3 Recruit males and female to enroll in courses | 9/87 | |
| | 8.4 Contact employers for program completers | As needed | |
| 9. Provide technical assistance to identified target population | 9.1 On-site visitations to targeted vocational centers | Ongoing Activity | |

| JOB TARGETS | ACTIVITIES | DATES | PROGRESS POINTS |
|---|---|---|---|
| 10. Develop instrument(s) to assess the effectiveness of 1987-88 project activities | 10.1 Distribute instruments to target populations | 5/10/88 | |
| | 10.2 Complete evaluations | 5/20/87 | |
| 11. Develop sex equity final report | 11.1 Submit report to Florida Department of Education | 5/30/88 | |